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THE TEST AND STUDY SPELLER

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INTRODUCTION

The Fundamental Problems of Spelling. — 1. What words should a pupil know how to spell when he finishes the elementary school?

2. In what grade should each particular word be taught?

3. What are the most economical ways of learning and teaching spelling?

These are the three fundamental questions of spelling in our schools. As complete and definite scientific answers to these questions as possible were sought; and, on the basis of these extensive investigations, the words in this book were selected and placed into the various grades, and the lessons planned according to the latest developments in the psychology and pedagogy of spelling.

The Selection of the Words. — Which words should a pupil know how to spell? The common sense answer is: He should know how to spell the words that he needs to write as a child, or that he will need to write as an adult. How may we know what these words are? By finding out the words that both children and adults use in their writing.

Recent years have brought forth a number of very extensive tabulations of the words used in writing by various classes of persons and the frequency with which each word is used. The following are the chief studies:

The Eldridge List. — Mr. R. C. Eldridge, a business man in Buffalo, New York, reported in 1911 a tabulation of 43,989 running words from four different newspapers in

which he found 6,002 different words that occurred from one to twenty or more times.

The Ayres List. — Dr. L. P. Ayres of the Russell Sage Foundation tabulated 23,629 words from 2,000 letters, chiefly business letters, and found 2,001 different words.

The Jones List. — Professor W. F. Jones of the University of South Dakota tabulated 15,000,000 running words from 75,000 themes written by 1,050 pupils in Grades II to VIII, in four states, and found 4,532 different words.

The Cook and O'Shea List. — Dr. W. A. Cook tabulated 200,000 running words from the family correspondence of thirteen persons and found 5,200 different words.

These four tabulations represent four different fields of writing, each being the most extensive in its field, namely, journalistic, business, juvenile, and private domestic vocabulary. One important type of vocabulary had never been tabulated, namely, the vocabulary of our best current literary writers. Children ought not to be confined to the words which they naturally use (Jones List), nor to adult business vocabulary (Ayres List), nor to newspaper vocabulary (Eldridge List), nor to the vocabulary of ordinary family correspondence (Cook List). An important point in learning to spell is to learn also those words which will enrich a person's vocabulary. Hence, one of the authors made a tabulation (Starch List) of the vocabulary of the best current literary authors. This tabulation is unpublished but is on file in the library of the University of Wisconsin.

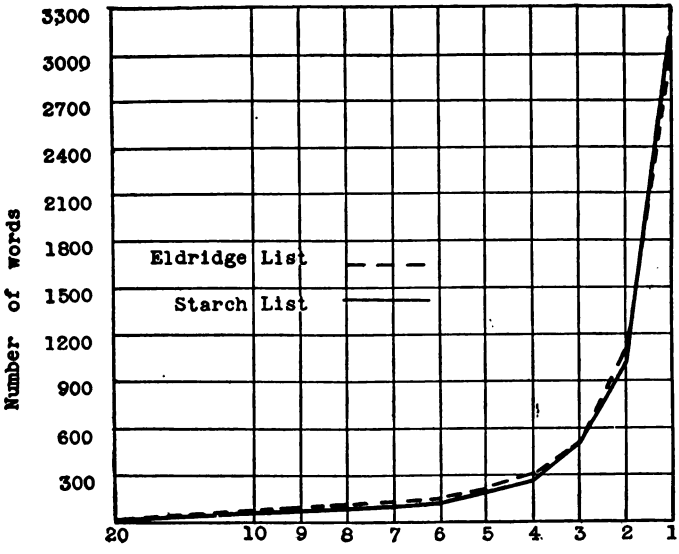
The Starch List (1915). — Professor Daniel Starch tabulated some 40,000 running words, about 1,000 from each of forty authors in eleven current, high-grade magazines. This yielded 5,903 different words as follows:

3,111 words occurred each, once
1,009 words occurred each, twice

512 words occurred each, three times
280 words occurred each, four times
189 words occurred each, five times
121 words occurred each, six times
97 words occurred each, seven times
82 words occurred each, eight times
53 words occurred each, nine times
255 words occurred each, ten to nineteen times
224 words occurred each, twenty or more times

From these five basic vocabulary investigations, together with a sixth extensive study (the Anderson List mentioned below), the words for this book were selected according to the following plan: All words occurring three or more times in the Starch List, all words occurring three or more times in the Eldridge List, all words occurring seven or more times in the Cook List, and all words in the Ayres 1000-Word List were selected if they occurred also in one other list including the Jones List. This safeguarded against the inclusion of words confined to one type of vocabulary only. For example, the word "cupfuls" occurred twenty-one times in the Starch List but in no other list. Hence it was excluded.

The reason for selecting the words that occurred three or more times in the Eldridge List or in the Starch List was that the words occurring less frequently are relatively rare and constitute a very small part of the running words of ordinary writing. This point may be shown most emphatically by the graphs on page vi, on which the relative number of words of different frequencies is indicated. A remarkably close parallel exists between the Eldridge and Starch Lists. The particular point to note in the graphs is the fact that the sharp bend in both curves occurs between words whose frequency lies between two and three. Beyond



three the curve shoots up very rapidly. This same breaking point occurs in the Cook List between six and seven. Words occurring three or more times in the Starch and Eldridge Lists and seven or more times in the Cook List constitute over nine-tenths of all running words. This process of selection yielded 2,626 words.

The Anderson List (1917). — Dr. W. N. Anderson of the University of Iowa tabulated 361,184 running words found in 3,723 letters written by six classes of persons, designated as: professional, business, domestic, miscellaneous, personal, and farming. He found 9,223 different words, from which he prepared a list of 3,105 words by selecting all words occurring a total of five or more times in three or more of the six groups.

This list of 3,105 words was checked against the original list of 2,626 words to ascertain all the words in the Anderson

List which were not among the 2,626 words. This brought 1,137 words which, together with a few other words that the authors felt should be included, have been added to the original list of 2,626 words, making a total of approximately 3,800 words.

This final list of some 3,800 words, brought together in this book, represents, therefore, the selection of the most common words in the English language, and is based on the six extensive and basic vocabulary tabulations made up to the present time. These six tabulations represent substantially all phases of writing, namely, journalistic (Eldridge), business correspondence (Ayres), juvenile (Jones), personal correspondence (Cook), literary (Starch), and varied correspondence (Anderson). These investigations represent an analysis of a total of some 690,000 running words besides the 15,000,000 running words tabulated by Jones.

This list of about 3,800 words, arrived at by scientific investigation and actual experience, constitutes a spelling list of all words of reasonably common occurrence in actual writing but not words of uncommon occurrence. It is obvious that it is not only useless but wasteful of a pupil's time to learn to spell words which he will never use in writing and at the same time neglect to master thoroughly the words he will actually use.

A discussion of the two other fundamental questions of spelling, — particularly as to the most economical ways of learning and teaching the subject, will be found in the First Book under "Suggestions to Teachers." Considering the great amount of experimental data on hand bearing on the teaching of spelling, the actual improvement in practice would seem to be altogether disproportionate. This lack of improvement is largely due to the fact that the experimental data have been in technical form and have not been accessible to the teacher and supervisor. It is the purpose of the

following suggestions to simplify the results of these experiments so as to make them applicable for classroom use.

Grateful acknowledgment is due the following educators who have read the manuscript critically and contributed many constructive suggestions: B. R. Buckingham, Professor of Education and Director of the Bureau of Educational Research, University of Illinois; Charles A. Coulomb, District Superintendent of Schools, Philadelphia; Dr. Leta S. Hollingworth, Assistant Professor of Education, Teachers College, Columbia University; W. H. Holmes, Superintendent of Schools, Mt. Vernon, N. Y.; George Melcher, Director, Bureau of Research and Efficiency, Kansas City, Mo.; Lydia Miller, Principal, Public School No. 150, New York City; Dr. Margaret E. Noonan, Harris Teachers College, St. Louis, Mo.; H. C. Pryor, Head of Department of Education, Northern Normal and Industrial School, Aberdeen, S. D.; C. C. Russell, Assistant Superintendent of Schools, New Haven, Conn.; W. F. Tidyman, Head of Department of Education and Director of Training School, State Normal School for Women, Farmville, Va.; and Clifford Woody, Associate Professor of Education, University of Washington.

The authors are under obligation to Mr. Samuel Thurber, Head of the Department of English, Technical High School, Newton, Mass., for the use of a Minimum Essential List of Words, compiled by him and the teachers of English in the eighth grades and in the freshman year of the high school.

DANIEL STARCH
GEORGE A. MIRICK

CAMBRIDGE, MASS.,
January, 1921.

SUGGESTIONS TO TEACHERS

In the first book of this series under the above heading will be found a discussion of the "Principles of Method in Teaching Spelling as Derived from Scientific Investigation." This discussion will not be repeated here, although these "principles" are fundamentally important in the teaching of spelling in all grades. Teachers in Grades VII and VIII should test their own methods by them. Here we shall consider the problems relating particularly to spelling in the grades for which this book is intended.

These problems are grouped under five headings.

I. **The Grouping of Words into Exercises.**—The new grade words are grouped into exercises of from twenty to twenty-four words each, and the review exercises contain generally twice that number. This plan has been adopted as the one best suited to the various spelling abilities of individuals and of classes, a variability due to differences in native ability, to differences in teaching efficiency in the previous grades, and to differences in the cultural background of individuals, of classes, and of entire schools.

Professor Starch found in his study of the spelling attainments of pupils, in which about 8000 pupils were tested in 28 schools in 15 cities scattered over the country, that the poorest school averaged around 60 per cent in its various grades while the best school averaged around 90 per cent in every grade.

Professor Jones reports the range of individual vocabularies in his "Concrete Investigation of the Material of English

Spelling." He states that in Grade II the most meager vocabulary of any pupil was 431 words and the largest, 924 words. In Grade VIII the most meager vocabulary was 1409 words and the largest 2812 words.

Most pupils know how to spell at least half of all the common words they use in writing and some have no trouble with a much larger proportion. However, no one can foretell which words in a given list any one pupil will or will not spell correctly.

With these wide variations in spelling attainment, spelling ability, and range of vocabulary, it becomes educationally impossible to assign exactly two or more specific words per lesson to all classes and to all individuals. It appears, therefore, to be educationally necessary to present a group of words for initial testing in spelling large enough to give opportunity for all pupils to discover some words that need intensive study.

The number of words in a group is important, and the proper number can be determined only by an experimental study in each grade. The experience and observations of the authors and the studies of Professor Buckingham and of Mr. George Melcher have led to the use of a larger number of words in a group than has been customary in recent spellers.

It has, however, been pretty clearly demonstrated that a pupil makes more permanent progress in spelling if he fixes his attention on a few words at a time (two to four or five) rather than on a large number. But again *interest* and the abilities of the pupils are the factors of the problem, and the teacher alone is competent to judge how it should be solved in a particular instance. If a pupil misspells a large number of words in the initial test, the teacher should have him

concentrate his study on only that number which he can learn successfully.

II. **The Pupil's Individual Study of a Word.** — In the "Suggestions to Teachers" at the beginning of the book for Grades II–IV attention was given in considerable detail to desirable methods of teaching and studying words. Only a summary of these will be given here.

Before making this summary it will be well to emphasize the fact that the right way to teach a word is also the right way for pupils to study it by themselves. Teaching should be thought of as socialized study in which the teacher is but the leading pupil. Pupils cannot be relied on to use these methods of themselves in private study; the teacher must lead them to do it. Without proper instruction they are liable to fall into a routine of mechanical, wasteful, and more or less thoughtless repetition of letters, which makes it important that pupils in these grades should develop the proper habits of studying the spelling of words.

Summary of Teaching and Studying Words

1. The first thing is to make sure, as far as it is possible, that each pupil can pronounce correctly and use intelligently every word in the entire group on which the initial test for spelling is to be made. Teachers should not delay on words that pupils already know, although it is not well to assume this knowledge. The only sure way is to apply the tests. If a word is pronounced inaccurately or uncertainly, that is one to be written on the board, divided into syllables, and marked for accent; or if a word is used in a sentence in a way to throw doubt on the pupil's understanding of its meaning, that is a word on which time can profitably be spent in developing meaning.

2. Now the class is ready for the initial spelling test. The words should be dictated for pupils to write, all words that require it being put into short sentences.

The misspelled words should be indicated (marked) (1) by the teacher, (2) by each pupil marking his own paper, or (3) by the pupils after an exchange of papers. Each pupil makes a list of his misspelled words which becomes *his* spelling lesson.

3. For a class study of the misspelled words the teacher may proceed somewhat as follows:

To the pupils:

(*a*) " Select one of your misspelled words."

(*b*) " Find it in your speller and write it correctly on a piece of paper."

(*c*) " Using this correctly spelled form, underline the part you misspelled."

(*d*) "Look at the word, especially the part you have underlined. Close your eyes and try to see it. Open your eyes and think whether or not you saw it correctly when your eyes were closed.

(The teacher should have this repeated once or twice.)

(*e*) " Now turn your paper over and write the word from memory."

(*f*) " Pronounce it to yourself in a whisper, pausing between the syllables and thinking how the word looks, especially the part that you have underlined."

(At this point the teacher may herself effectively pronounce and spell the word on which some of the poorer spellers are working.)

(*g*) " Fold the word out of sight and write it again. Compare this with the word in the book."

(*h*) " If you have made a mistake, study the word and write it again and again until you have written it several times correctly."

(The teacher will direct the study of two or three words, and then allow the class to study a word by itself in the same way.)

(*i*) " Take a fresh piece of paper and write from memory all the words you have been studying. Compare them with the words in the book," etc.

The teacher will thus study with the pupils two or three words in enough different exercises to fix this method as a habit of study, and, from time to time, strengthen the habit. She will also, from time to time, using the blackboard, study with the class a word which a large part of the pupils has misspelled.

The teacher should not be disturbed if all pupils do not become perfect spellers, and it is well to keep in mind that, while right methods of teaching and study are good for poor and good spellers alike, it is also true, as Professor Hollingworth states, that " not all children can learn by the same instruction." Some need more seeing study, some more hearing study, and some more muscle (writing) study.

III. **Enlarging and Enriching the Vocabulary.** — By common consent the words that children should learn to spell with a high degree of consistent accuracy are those that they actually use in writing their own thoughts. To these *actually used* words should be added those that children *need* in order to convey their thought with clearness and precision, and to refine it.

When children have mastered the art of writing to the extent that they can use it in writing sentences, they possess

a small vocabulary that they use automatically. This small vocabulary may be called the *nucleus* vocabulary or, as some have called it, the *active* vocabulary. But outside of this nucleus vocabulary there is a *fringe* of words, sometimes called the *passive* vocabulary, from which additions are constantly being made to the nucleus. Ordinarily these additions to the nucleus of the written vocabulary are made casually and more or less unconsciously, but they should also be made *systematically* and *consciously* through the spelling lessons as well as through the lessons in written composition. In this way the fringe words are constantly becoming nucleus words.

It is, however, fully as important to enrich the vocabulary as to enlarge it. By enrichment is meant increasing the knowledge of the various meanings of a word and of its different uses so that it becomes a more effective instrument of thought and expression.

Dr. Dewey writes on this point as follows:

"One way in which the fund of words and concepts is increased is by discovering and naming shades of meaning — that is to say, by making the vocabulary more precise. Increase in definiteness is as important relatively as is the enlargement of the capital stock absolutely."

This enrichment is increased also through a study of the history of words, for thus one comes to think of words as living things subject to changes of form and use, even as human beings are.

Such a study of the varied meanings of words, such practice in using them according to their different meanings, such a knowledge of word history, even though it be slight, can scarcely fail to arouse a general interest in words that will reinforce interest in spelling. That there is a relation between

knowing the meaning of a word and its correct spelling seems to be established by Professor Leta S. Hollingworth in her study of "The Psychology of Special Disability in Spelling." She states that "knowledge of meaning is probably in and of itself an important deterrent of error in spelling"; that "children will produce about sixty-six and two-thirds per cent more of misspellings in writing words of the meaning of which they are ignorant or uncertain, than they will produce in writing words the meaning of which they know."

IV. **The Use of the Dictionary.** — Pupils should begin to use the dictionary not later than the fifth grade.

In matters of pronunciation one can get little help from the dictionary unless he carries to it some knowledge of syllabication, of accent, and of the most common letter sounds. This knowledge need not be extensive, but it should be accurate. The reason for the limited amount emphasized in this series is set forth in the "Suggestions to Teachers" in the book for Grades II–IV. Having this limited amount of accurate knowledge, pupils may be taught how to supplement it by the use of the "helping words" at the bottom of each dictionary page.

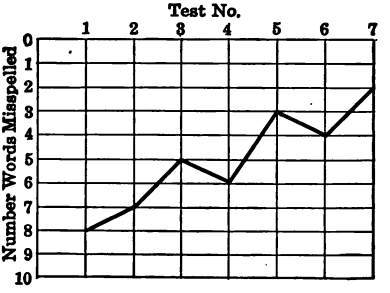
A word about spelling rules may be properly inserted here.

The helpfulness of rules in spelling is so doubtful that they are not used in this book. Attention is called, however, to certain facts peculiar to some words as they occur for study. When all is said in favor of rules for spelling, it still remains true that, if one must wait to test his spelling of a word by a rule, he is not master of that word. In case of doubt a dictionary is a much more reliable guide than a rule, for the very word in question may be an exception to the rule.

V. **Creating and Keeping Interest.** — What has been said in "Suggestions to Teachers" in the First Book will not

be repeated here. But in addition to what was suggested there it may be noted that *change* is one important factor in maintaining interest, and that the *spirit of coöperation* and the *opportunity for initiative* and for *suggestion* by the pupils are other factors. It may also be noted that children, like adults, are stimulated by *seeing* the results of their labors. It is for this reason that devices are put up in public places to show the progress of subscription campaigns, or that physical measurement cards are given to college students on which progress in strength is recorded. These various devices can be adapted to school use, and pupils, if they are encouraged, will propose many others. Each pupil can make in the back of his spelling notebook a diagram as follows, *i.e.* a graph.

MONTH OF JANUARY



The records of failures in initial tests should not be entered, but only those in the tests after study.

A standard of improvement, not of perfection, should be agreed on. Most pupils can meet this standard with occasional setbacks.

A school or class graph may be kept on the board on which is recorded from time to time the class average of words misspelled in tests after study.

SEVENTH GRADE

TO TEACHERS

IT is urged that teachers read the "Suggestions to Teachers" in this book and the previous books of this series. They will find there the principles on which the modern teaching of spelling is based and the fundamentals of sound methods of teaching.

This book is so arranged that one of the three following suggested courses may be used, the choice depending on the amount of time available and the spelling ability of pupils in different classes:

1. A minimum course which will omit the dictionary studies and the supplementary word sections.
2. A middle course which will include the dictionary studies, but omit the supplementary word sections.
3. A maximum course which will include both the dictionary studies and the supplementary word sections.

Exercises 1–6 contain the most fundamental words for this grade. The poor spellers should be given additional work in the 100% tests of Grades V and VI.

Teachers should go over with the class each advanced exercise, possibly two exercises in one period, to make sure that the words are pronounced correctly, and that their meaning, or meanings, and use are understood by the pupils. In the same period, or the next, the words should be dictated as a test to discover those each pupil needs to study. From time to time teachers should have a lesson in "how to study a spelling lesson."

The "Stories about Words" contain no words, except proper nouns, that have not been studied in previous grades, and are therefore suitable for dictation exercises.

These words have been studied in previous grades. **Spell from dictation as a test without further study.**

1. 100% Test

adding	class	every	walked
fail	father	head	early
mother	half	poor	white
would	light	sweet	going
again	point	unless	nine
butter	rain	country	oil
dear	spell	food	reader
house	summer	green	rich
larger	clean	night	teaching
such	dinner	people	wheat
because	along	sheep	wood
alone	brother	till	yellow

2. 100% Test

above	brain	meal	peach
bought	eighty	off	sixty
children	grain	ready	Tuesday
even	leave	sound	east
given	soft	treat	deal
leader	raised	edge	blue
mean	south	coal	around
please	cannot	below	earth
pleased	being	another	high
reaching	ahead	display	lesson
behind	deep	horse	much
afternoon	heat	mail	playing

These words have been studied in previous grades. Spell from dictation as a test without further study.

3. 100% Test

coffee	gather	subject	beside
friend	lower	meat	delighted
lives	stood	grass	deed
advance	answer	reach	between
coin	anyone	supper	birthday
fruit	covering	been	died
load	glass	remain	blood
spent	lunch	ground	nobody
alive	quart	belonging	dream
price	study	teacher	heavy
amount	quick	mouth	nothing
count	railroad	nearly	road

4. 100% Test

meet	evening	bushel	learn
board	seat	fear	learned
roof	inches	labor	cattle
thousand	bright	chair	wool
round	feed	fifty	leather
easy	seventh	calf	soil
office	trying	filled	yearly
eight	building	kindness	pound
only	felt	paying	coast
to-night	paint	catch	yesterday
boat	seventy	western	four
branch	few	sleep	twice

These words have been studied in previous grades. Spell from dictation as a test without further study.

5. 100% Test

contain	hair	hear	waited
match	nature	heard	pillow
queen	thought	instead	file
square	daughter	build	loaded
address	thread	seen	sight
funny	dead	painting	classes
meeting	trained	judge	sign
raise	bridge	pair	wheel
staying	dressed	chain	flesh
agree	ocean	settle	cleaned
cream	treated	ladies	flower
awhile	brought	several	which

6. 100% Test

reaches	heap	island	welcome
steam	dearest	seem	cities
always	notice	pain	follow
cool	rubber	center	somewhere
gain	dollar	enough	cloth
correct	branches	cheer	sorry
street	don't	learning	wrong
asleep	honest	failed	making
cotton	drill	leaving	pull
court	season	washed	speak
bear	second	weak	young
noise	carry	fence	zero

The Use of the Dictionary (Review)

1. The words in a dictionary are arranged alphabetically.

Turn in the dictionary to the words beginning with the letter *a*. Notice that the words are arranged according to the letters of the alphabet, the *aa* words coming first, the *aba* words following them, etc.

Arrange all the words in exercise 8 in alphabetical order.

2. The "helping" or "guiding words" at the top of each page in the dictionary are to assist you in finding a word quickly.

See how quickly you can find each word in the first column of exercise 7.

3. The dictionary helps us to pronounce a word correctly.

Find in the dictionary the word *pronunciation*.

First notice that it is divided into syllables; pronounce these slowly.

Next notice that it has two accent marks, a light and a heavy one. Pronounce the word, showing both accents, but making the second one stronger than the first. Do you find other words on this dictionary page with two accents?

4. As a further help in pronunciation, the word is printed again in parenthesis. This is to show how the letters should be sounded.

You should be able to give the long and the short sounds of all the vowels, the hard and soft sounds of *c* and *g*, and the *s* and *z* sounds of *s*. But there are little "helping words" at the bottom of each page in some dictionaries to assist you, if you are not sure of these sounds.

For instance, the letter *o* in the first syllable of *pronunciation* is marked *ŏ*. At the bottom of the page you will find the word *ŏbey*. The *ŏ* in *obey* sounds just as it does in *pronunciation*.

By means of the "helping words" at the bottom of a page in the dictionary, give the proper sounds of *â, ä,ȧ, ŭ, th*.

7

Some common words having spelling difficulties.

ashamed	laughter	dread	temperature
behavior	nonsense	twilight	amusement
hasten	mustache	therefore	expense
incorrect	marshmallow	suitcase	expensive
astonished	pronunciation	somewhat	fortunate

8

Some common words easy to spell.

aid	brittle	fact	fellow
border	comet	ivory	rivet
bride	crew	flash	sake
bridal	dunce	link	spy
china	tube	pure	aware

9

Some words relating to women's clothing.

gown	milliner	calico	sample
jacket	millinery	flannel	ruffle
petticoat	style	linen	tassel
uniform	stylish	satin	embroidery
outfit	costume	velvet	fringe

10

The words in the same group are synonyms.

trader	sorrow	noose	provoke
dealer	grief	loop	offend
protect	trash	deed	restaurant
defend	rubbish	action	café

The Use of the Dictionary

You should be able to know a noun when you see it in a sentence, also a verb, an adjective, an adverb, and a pronoun, and the dictionary will help you to find the various meanings of a word when it is used in these different ways.

To see how the dictionary does this, find the word *aid.*

After the parenthesis you will see two very small letters *v. t.* This is the abbreviation for *verb transitive,* or *transitive verb.* Then follow the meanings that the word *aid* has when it is used as a verb.

A little farther along you will see the small letter *n.* This is the abbreviation for *noun.* Following it are the different meanings that *aid* has when it is used as a noun.

If you look at the words before and after *aid,* you will see that each one is followed by the abbreviation of some part of speech in small letters: *adv.* = *adverb, a.* = *adjective, prep.* = *preposition, interj.* = *interjection.*

What parts of speech are the underlined words in the following sentences?

1. A shy person is sometimes unhappy.
2. Horses shy when they are frightened.

The word *shy* has so many meanings that in the dictionary they are grouped. The adjective meanings are put in one group and the verb meanings in another.

In the following sentences what parts of speech are the underlined words? Find them in the dictionary.

1. Mad dogs froth at the mouth.
2. Froth rises to the top of a bottle of milk, if you shake it.
3. The maple tree has beautiful leaves.
4. Our parents sorrow when we misbehave.
5. Did you ever flash light with a mirror?
6. Write your letters with a uniform slant.

11. Review

embroidery	laughter	noose	restaurant
expense	ashamed	provoke	tassel
twilight	style	fringe	action
behavior	offend	astonished	dread
milliner	sorrow	nonsense	stylish
deed	pronunciation	flannel	dealer
linen	fact	millinery	outfit
incorrect	costume	grief	fortunate
flash	protect	expensive	brittle
defend	uniform	temperature	aid
café	somewhat	therefore	jacket
suitcase	amusement	mustache	loop

12

Some words used in arithmetic.

tenth	sixtieth	cancel	per cent
twentieth	seventieth	cancellation	percentage
thirtieth	eightieth	divisible	principal
fortieth	ninetieth	indivisible	million
fiftieth	triangle	factor	accurate

13

What is the difference in meaning between words in the same group? Consult the dictionary when in doubt.

spire	miser	palace	sober
cupola	pauper	mansion	sorrowful
garbage	poetry	scum	shy
junk	prose	froth	stupid

14

Some words used in geography.

altitude	customs	*geyser	longitude
*bayou	horizon	current	latitude
*cañon	import	immigrant	locate
depth	export	immigration	location
meadow	mountainous	steamer	region

* Find the pronunciation of these words in the dictionary.

15

Some words relating to trees and plants.

cedar	bamboo	pecan	barley
hickory	palm	petals	flax
maple	cinnamon	foliage	rye
arbor	ginger	geranium	currant
wilderness	almond	nasturtium	cauliflower

16. Review

ninetieth	cancel	per cent	accurate
divisible	cancellation	principal	froth
poetry	palace	depth	horizon
prose	eightieth	mountainous	geyser
sorrowful	bayou	current	region
fortieth	meadow	location	cinnamon
cañon	immigrant	almond	foliage
steamer	wilderness	nasturtium	currant
cedar	cauliflower	pauper	altitude
triangle	factor	export	latitude
million	miser	import	longitude
bamboo	palm	rye	geranium

The exercises on this page are a second review of words in exercises 11 and 16.

17. 90% Test

grief	expense	milliner	principal
dread	expensive	millinery	almond
mustache	foliage	accurate	immigrant
pronunciation	per cent	incorrect	eightieth
currant	fortieth	somewhat	import
cauliflower	suitcase	loop	export
palace	amusement	flannel	uniform
astonished	restaurant	cedar	geyser
nonsense	protect	location	longitude
noose	temperature	froth	style
steamer	cinnamon	triangle	altitude
horizon	factor	café	action

18. 90% Test

behavior	twilight	embroidery	divisible
deed	cancel	mountainous	poetry
depth	cancellation	current	prose
ninetieth	cañon	miser	palm
sorrowful	bayou	million	stylish
therefore	brittle	laughter	region
aid	wilderness	rye	pauper
ashamed	geranium	costume	offend
meadow	nasturtium	provoke	defend
bamboo	outfit	fortunate	latitude
fact	tassel	fringe	flash
linen	dealer	sorrow	jacket

Supplementary Words

I

Some nouns.

album	alum	heaven	sleet
drought	glycerin	medal	tape
famine	leisure	poultry	throne
knight	hint	proverb	tile
parcel	position	rascal	switch

II

Some verbs.

jolt	grudge	greet	alarm
grumble	furnish	conceal	grant
arouse	gossip	aggravate	shield
trace	shock	scribble	search
knead	obtain	pierce	reign

III

Some verbs, and nouns made from them.

complain	exhibit	express	intend
complaint	exhibition	expression	intention
exclaim	explode	reprove	except
exclamation	explosion	reproof	exception

IV

Which of these groups are made up of synonyms?

property	main	uncouth	mourn
wealth	*principal	vulgar	grieve
shame	hustle	herb	terror
disgrace	hurry	shrub	horror

*Note that *main* is spelled with an *a* and that *principal* is also.

The Use of the Dictionary

You often wish to use two or three different words to express the same thought so that your speaking or writing may be more pleasing than it would be if you repeated the same word. For example, you do not like these sentences:

"A *polite* person always tries to be *polite*."

"A *gay* person is one who is *gay*."

It is more pleasing and it means more to say,

"A *polite* person always tries to be *courteous*."

"A *gay* person is one who is *merry*."

You should have already learned that synonyms are words that have the same or nearly the same meaning, and you have learned in writing your compositions that it is necessary to use synonyms if the composition is to be well written.

You will find the dictionary a great help in your writing if you get in the habit of consulting it for synonyms. For example, if you find the word *gay* in the dictionary, you will see that its different meanings are arranged in three groups 1, 2, and 3. When one word is given for a meaning, that word is a synonym of *gay*. Following all the groups of meanings, you will see three letters in bold type, *Syn.* This is the abbreviation for *synonym*. Following *Syn.* you will find several synonyms. If, then, you know the meaning of a word, but want a synonym to fit into a particular place in a composition, the quickest way to find it is to look at once for *Syn.* under the word for which you want the synonym.

Sometimes the dictionary explains the differences in meaning between synonyms. For this find the word *comfort*.

Find a synonym that could be used in place of each of the following underlined words.

1. The traders made an agreement to sell their goods at a discount.
2. Labor is our greatest blessing.
3. My friend has wholly recovered from her illness.

19

Some words relating to home life.

dwelling	board	refreshment	neighboring
apartment	boarding	bologna	neighborhood
household	lodge	confectionery	township
boulevard	lodging	dumpling	comfort
avenue	courteous	conversation	comfortable

20

Common words made from simpler ones.

wholly	properly	failing	statement
fearful	barely	failure	improvement
specially	fairly	falsely	agreement
especially	dreadful	falsehood	speechless
namely	beauties	honorable	peaceful

21

Some common words having spelling difficulties.

dairy	jewelry	favorite	space
lane	diamond	wreath	pare
inner	pearl	yield	forever
outer	gay	laborer	furious
wheeled	youthful	wedge	growth

22

The words in the same group have different meanings.

rack	tomb	canvas	native
bracket	casket	bunting	foreigner
stanza	summary	likely	handsome
verse	outline	evident	splendid

The Use of the Dictionary

One of the most interesting things about words is the great number of different ways in which they may be changed. As many interesting results may be obtained by putting words together (see exercise 27), by adding prefixes and suffixes, and by changing the accent, as children can get in playing with blocks. You have often seen how they build a house. They put a tall block on the roof and it is a church. They add more blocks around the base of the house and it is a factory, the church spire becoming a chimney.

It is just as interesting to make new words from an original one by adding or subtracting letters and syllables, or by changing the accent.

The dictionary helps us to make these changes. For example, we want to speak about the analysis of several sentences, but we are not sure of the plural form of *analysis*. Look in the dictionary. At the right of the word are the letters *pl.*, the abbreviation for *plural*. The dictionary says that the plural form has for its last syllable *-ses*, pronounced *-sez*.

If the plural of a noun is made by adding *s*, the dictionary says nothing about it, but in most other cases it shows us how it is made. You probably know how to make the plural forms of words ending with *y*, but, to learn how the dictionary may help, find the words *dairy*, *summary*, *fairy*. The word *staff* has two plurals. What does each mean?

Turn to the Table of Contents at the front part of your dictionary. Find where the prefixes and suffixes are, and turn to them. You are already familiar with some of these, but others are doubtless new. These are the "blocks" we add to simple words to make larger ones in word building.

What new words can you make by subtracting and adding prefixes and suffixes to words in the first column of exercise 23, on the next page?

23. Review

growth	furious	space	forever
peaceful	speechless	agreement	improvement
comfortable	laborer	courteous	confectionery
statement	likely	dwelling	household
wreath	boarding	youthful	neighborhood
refreshment	yield	fearful	conversation
favorite	pearls	namely	honorable
wholly	wheeled	diamonds	falsehood
lodge	dairy	failure	especially
foreigner	uncouth	evidently	inner
handsome	summary	jewelry	boulevard
wedge	dreadful	fairly	outline

24

Some words used in spelling and writing.

paragraph	define	select	title
apostrophe	definition	selection	topic
stationery	dictate	quote	introduction
margin	dictation	quotation	interrogation
accent	signature	author	abbreviation

25

Some words used in grammar.

analyze	superlative	antecedent	gender
analysis	nominative	transitive	masculine
conjugation	possessive	intransitive	feminine
comparison	objective	declarative	interrogative
comparative	case	neuter	exclamatory

26

Some words used in music.

musical	signature	rehearse	banjo
solo	sharp	rehearsal	fife
duet	flat	hymn	guitar
quartet	staff	carol	harp
chorus	staves	tone	violin

27

Some compound words. (Find the meaning of *compound* in the dictionary.)

fireproof	overlap	undertake	heretofore
herein	overlook	uphold	workman
keystone	overlooked	upheld	workmanship
daybreak	oversight	hereafter	workmen

28. Review

exclamatory	neuter	feminine	solo
signature	author	masculine	abbreviation
staff	apostrophe	accent	duet
staves	carol	quotation	interrogation
fireproof	oversight	rehearsal	guitar
daybreak	antecedent	analyze	introduction
stationery	selection	nominative	quartet
definition	objective	chorus	declarative
possessive	rehearse	keystone	interrogative
hymn	overlooked	violin	comparative
margin	transitive	superlative	conjugation
dictation	comparison	analysis	musical

The exercises on this page are a second review of words in exercises 23 and 28.

29. 90% Test

forever	household	honorable	especially
exclamatory	dictation	wholly	introduction
courteous	failure	dwelling	evidently
neuter	antecedent	selection	interrogative
furious	yield	pearls	speechless
analyze	feminine	accent	quotation
rehearse	comparative	growth	superlative
peaceful	refreshment	favorite	interrogation
summary	margin	duet	staff
hymn	quartet	declarative	staves
keystone	fireproof	daybreak	abbreviation
jewelry	boulevard	laborer	uncouth

30. 90% Test

boarding	falsehood	wreath	confectionery
outline	signature	definition	stationery
possessive	space	agreement	youthful
fearful	fairly	apostrophe	comparison
author	rehearsal	transitive	improvement
objective	dairy	solo	dreadful
analysis	masculine	nominative	neighborhood
comfortable	statement	chorus	lodge
foreigner	handsome	wedge	conversation
conjugation	musical	carol	guitar
diamonds	wheeled	namely	inner
likely	violin	oversight	overlooked

Supplementary Words

V. Review of Page 11

drought	famine	parcel	glycerin
knight	leisure	heaven	position
medal	poultry	sleet	throne
switch	obtains	concealed	aggravate
aroused	greeting	shielded	searched
knead	pierce	complains	exhibiting
exclaimed	exclamation	complaint	intention
explosion	reproved	expression	main
exception	reproof	wealth	principal
disgrace	hustle	album	herb
shrub	mourn	terror	grieved
grudges	furnishing	shock	granted

VI

Some adjectives that may be used in writing descriptions of people.

diligent	peevish	unconscious	unhonored
fickle	peculiar	uncivilized	artistic
apt	worthy	holy	cautious
unusual	*wounded	grizzly	charming

* Find the pronunciation of this word in the dictionary.

VII

Some verbs and nouns made from them.

attend	depart	illustrate	tempt
attendance	departure	illustration	temptation
celebrate	disappear	suspect	conclude
celebration	disappearance	suspicion	conclusion

The Use of the Dictionary

In a previous lesson you learned how the dictionary could help you if you were in doubt about the plural form of a word. Sometimes you want to use a word that means just the opposite of another word (antonym). If you know a few of the common prefixes and suffixes listed in the front part of the dictionary, you can make your own antonyms in many cases.

The prefixes *un, dis, in,* often give the meaning of *not* to a word to which they are added. Find examples of this use of *un* and *dis* on page 18. To what other words can you prefix one of these syllables, thus making an antonym?

Find in the dictionary how *dis*grace is in fact the antonym of *grace.*

But the prefix *in* does not always mean *not.* Sometimes it means *in* and sometimes *into,* as in the words *income, include, indoors, in-* or *import,* and *in-* or *immigrate.*

The prefix *ex* means *out of,* as *export, exclude, ex-* or *emigrate.*

The suffixes are also used to make antonyms. For example, *faithful* may be changed to *faithless; worthy* may become *worthless; fearful* may become *fearless,* etc.

In some cases the dictionary gives the antonym of a word. Find the word *immigrate.* You will notice the letters *cf.* This is the abbreviation for the Latin word *confer,* meaning *compare,* or *see.* Sometimes the dictionary uses the word *see* instead of the abbreviation *cf.*

An antonym is not always made by adding a prefix or a suffix. Sometimes it is a different word, cf. *large* and *small, false* and *true,* etc.

In the dictionary table of contents you will learn where to find an explanation of all the abbreviations used. Read these abbreviations and make a list of those with which you are familiar. Would you like to add any others to your list?

31

Some adjectives, and adverbs made from them.

annual	honest	regular	gentle
annually	honestly	regularly	gently
exact	hearty	steady	strict
exactly	heartily	steadily	strictly

32

Some nouns, and adjectives made from them.

ambition	delight	grit	haste
ambitious	delightful	gritty	hasty
courage	fleece	guilt	poison
courageous	fleecy	guilty	poisonous

33

Some verbs, and nouns made from them.

introduce	possess	advertise	approve
introduction	possession	advertisement	approval
instruct	confess	excite	deny
instruction	confession	excitement	denial

34

Which of these groups are made up of synonyms?

entertaining	immigration	route	magazine
amusing	emigration	trail	journal
employ	superintendent	information	remark
engage	chairman	knowledge	response

The Use of the Dictionary

1. Arrange the words in exercise 36 alphabetically.

2. Give the plural of all the nouns in exercise 36.

3. What word in exercise 37 has the prefix *in*, meaning *not?* To what word in exercise 36 could you add the prefix *dis*, making an antonym of it?

4. Find the word *quinine* in the dictionary. In what two ways may it be pronounced? (The first pronunciation given in the dictionary is the preferred one.)

5. Mark the vowels in these words: *hesitate, magic, pores.* What letter is silent in *honor* and in *future?*

6. Words ending in *ture* are often mispronounced. How does the dictionary show that the last syllable of *future* and *mixture* should be pronounced?

Give some other words ending in *ture.* Find them in the dictionary and pronounce them correctly.

7. Find the word *accident.* What part of speech is it? Find the adjective made from it and the adverb made from this adjective.

8. Divide these words into syllables and mark the accents: *legislature, librarian, museum.* Test your markings with the dictionary.

9. In the dictionary find a synonym to put in the place of each underlined word in the following sentences.

(*a*) Rain is sometimes followed by a dense fog.
(*b*) No one likes to be called dense.
(*c*) Honor your father and mother.
(*d*) We prefer to know people of honor.
(*e*) The coloring in the picture has become faint.
(*f*) A faint heart never won great success.
(*g*) A fright often causes one to feel faint.
(*h*) Tag is an innocent game.
(*i*) A student often pores over his books.

35. Review

poisonous	strict	hasty	guilty
haste	steady	guilt	strictly
steadily	excitement	fleecy	advertisement
advertise	confess	confession	remark
immigration	response	trail	superintendent
emigration	magazine	chairman	courageous
journal	information	possession	introduction
route	possess	engage	denial
knowledge	courage	introduce	heartily
employ	instruction	approval	annually
entertaining	approve	hearty	ambitious
instruct	honestly	exactly	delightful

36

Some words whose meanings are well known.

camera	acrobat	obedience	instant
film	death	exceedingly	member
kodak	cartridge	future	message
accident	dense	group	museum
auction	hesitate	innocent	magic

37

Some words used in the study of hygiene.

adenoids	chicken pox	ailing	druggist
canker	sprain	poultice	mixture
catarrh	sprained	skeleton	*quinine
cramp	faint	gland	alcohol
indigestion	fainting	pores	vaseline

* Find the pronunciation of this word in the dictionary.

38

Some words relating to government.

citizen	elect	offices	justice
debate	elected	law	duty
debating	election	lawyer	duties
tax	honor	legislature	national
taxes	honored	liberty	republic

39

Some common words not studied before.

trolley	objection	plan	seal
*thorough	modest	planned	sealed
stage	librarian	planning	tank
penmanship	human	quantity	total
opposite	flight	speed	vanilla

* Find the pronunciation of this word in the dictionary.

40. Review

mixture	quinine	museum	alcohol
instant	message	group	exceedingly
obedience	innocent	catarrh	vaseline
adenoids	death	dense	indigestion
cartridge	hesitate	justice	national
citizen	offices	republic	liberty
elect	legislature	thorough	penmanship
opposite	ailing	poultice	flight
speed	gland	faint	pores
sprain	auction	camera	accident
film	debating	election	planned
taxes	librarian	sealed	planning

The exercises on this page are a second review of words in exercises 35 and 40.

41. 90% Test

denial	heartily	annually	ambitious
delightful	accident	penmanship	chairman
possess	engage	approval	introduce
hearty	response	steady	magazine
strict	information	approve	courage
message	death	hesitate	advertisement
offices	ailing	poisonous	haste
advertise	employ	entertaining	emigration
adenoids	national	innocent	immigration
speed	taxes	mixture	instruct
gland	auction	sprain	film
librarian	museum	dense	justice

42. 90% Test

remark	excitement	courageous	introduction
planning	pores	liberty	planned
flight	indigestion	election	faint
poultice	sealed	confession	trail
guilty	fleecy	exactly	superintendent
possession	instruction	quinine	steadily
honestly	legislature	route	knowledge
journal	hasty	guilt	strictly
obedience	citizen	group	catarrh
republic	thorough	vaseline	exceedingly
elect	instant	opposite	debating
confess	camera	alcohol	cartridge

Supplementary Words

VIII

Some nouns.

century	confusion	fishery	oriole
centuries	compliment	trout	thrush
events	collection	hare	wren
impatience	celluloid	kangaroo	thorn
connection	blueing	crotch	briar

IX

Word building.

ship	admit	oppose	continue
ships	admittance	opposition	continues
shipped	admission	opposite	continued
shipping	imagine	art	continuous
shipper	imaginary	artist	continual
shipment	imagination	artistic	continually

X. Review of Pages 18 and 25

charming	caution	unconscious	wounded
peculiar	cautious	disappear	centuries
suspicion	opposition	confusion	disappearance
impatience	continual	admission	compliment
briar	imaginary	shipping	continuous
continue	temptation	illustration	admittance
conclusion	celebration	fickle	shipment
attendance	unusual	apt	peevish
diligent	worthy	celluloid	collection
oriole	crotch	opposite	shipped
celebrate	artistic	departure	continually
tempt	illustrate	connection	blueing

The Use of the Dictionary

1. What suffixes can you find in words in exercises 43 and 44 (next page)?

2. To what words have these suffixes been added and how has the suffix changed the meaning of the word?

3. Give the antonyms of *completely*, *pitiful*, *deceitful*, *valuable*, *usual*, *empty*.

4. Find in the dictionary a synonym for each underlined word in the following sentences:

(*a*) Trees grew on the bank of the stream.
(*b*) Workmen were digging away the bank of earth.
(*c*) When we stand, we should stand erect.
(*d*) It took many years to erect the Washington memorial.
(*e*) The Mississippi river empties into the Gulf of Mexico.
(*f*) Copper is a good conductor of electricity.
(*g*) Can you balance a long pole on your hand?
(*h*) All the family was present when the Christmas presents were given out.
(*i*) It takes a good deal of effort to succeed.
(*j*) We should deal kindly with those who are weaker than we are.
(*k*) Do you credit the report in this morning's newspaper?

5. Write the possessive singular form of *agent*, *banker*, *teacher*, *student*, and put each of them into a sentence.

6. Write the possessive plural of each of the words given in sentence 5, and use each of these possessives in a sentence.

7. Write the *ing* form (the present participle) of *deal*, *purchase*, *permit*, *progress*, *rebel*, *empty*, and use each of these forms in a sentence.

8. Write the *ed* form (the past tense) of *conduct*, *balance*, *open*, *envy*, *construct*, *permit*, *progress*, *rebel*, and use each of these forms in a sentence.

43

Some words used in business.

agent	deal	invest	company
banker	dealt	investment	companies
banking	balance	loan	purchase
credit	account	insure	purchased
credited	discount	insurance	counterfeit

44

Spell the adjectives from which the adverbs are made, and the nouns from which the adjectives are made.

completely	entirely	nervous	remarkable
conveniently	recently	spinal	central
immediately	pitiful	naval	deceitful
possibly	dutiful	mysterious	particularly

45

The words in the same group have different meanings.

pride	open	valuable	offense
envy	honorable	precious	crime
acquaintance	tempt	rebellion	manufacturer
friend	threaten	revolution	mechanic

46

The words in the same group are synonyms.

construct	instructor	vacant	population
erect	teacher	empty	people
examiner	generally	almanac	calisthenics
inspector	usually	calendar	gymnastics

47. Review

companies	purchased	loan	counterfeit
investment	insurance	nervous	mechanic
insure	mysterious	almanac	usually
spinal	offense	erect	manufacturer
calisthenics	examiner	inspector	possibly
generally	construct	convenient	discount
instructor	completely	account	precious
honorable	credited	balance	gymnastics
acquaintance	dealt	threaten	pride
deal	tempt	population	deceitful
valuable	rebellion	envy	immediately
particularly	pitiful	dutiful	regularly

48

Some common words not studied before.

accommodate	advantage	burglar	pardon
cemetery	burial	afford	electricity
student	hearse	ugly	electrical
disobedient	tedious	ambulance	impossible
machinery	madam	gymnasium	respect

49

Some words that are nouns when the accent is on the first syllable and verbs when it is on the last.

con′duct	ex′ports	pres′ent	pro′test
con duct′	ex ports′	pre sent′	pro test′
in′sult	per′mit	prog′ress	reb′el
in sult′	per mit′	pro gress′	re bel′

The words in the exercises 50–52 are selected from those studied this year.

50. 90% Test

expense	behavior	incorrect	ashamed
laughter	style	somewhat	pronunciation
amusement	astonished	millinery	grief
temperature	therefore	restaurant	action
dealer	fortunate	thirtieth	cancellation
fortieth	cancel	divisible	ninetieth
principal	accurate	poetry	disgrace
sorrowful	meadow	mountainous	current
forever	courteous	neuter	rehearse
failure	abbreviation	accent	growth
favorite	especially	interrogative	wholly
laborer	evidently	improvement	possessive

51. 90% Test

fearful	author	analysis	likely
comfortable	foreigner	confectionery	statement
signature	fairly	dairy	neighborhood
apostrophe	paragraph	agreement	falsehood
stationery	comparison	dreadful	immigration
denial	delightful	advertise	adenoids
librarian	accident	response	death
museum	annually	steady	advertisement
poisonous	sprain	dense	ambitious
hesitate	courage	innocent	emigration
mixture	objective	instruct	justice
planning	flight	planned	guilty

52. 90% Test

possession	honestly	journal	obedience
thorough	instruction	legislature	superintendent
sealed	courageous	confession	exactly
route	group	opposite	faint
excitement	trail	steadily	knowledge
exceedingly	debating	honorable	purchased
generally	instructor	nervous	completely
acquaintance	mysterious	offense	tempt
insurance	pitiful	loan	particularly
almanac	convenient	account	immediately
inspector	dutiful	usually	possibly
deceitful	threaten	machinery	tedious

XI. Supplementary Review

These words are selected from the supplementary review lists, pages 18 and 25.

grieved	main	wealth	furnishing
searched	compliment	complaint	mourn
concealed	shielded	heaven	pierce
leisure	shrub	exception	unconscious
aroused	knead	knight	drought
obtains	peculiar	suspicion	impatience
diligent	celebrate	caution	opposition
continual	imaginary	exclaimed	confusion
admission	shipping	wounded	disappearance
oppose	illustration	glycerin	expression
connection	collection	intention	continually
granted	terror	parcel	reproved

STORIES ABOUT WORDS

How the Months Were Named

The people who lived long ago in the northern part of Europe named the days of the week. How they did this has been told in "Stories About Words" at the end of the Fifth Grade book of this series. The months were named by the Romans.

In earliest times the Romans divided the year into ten parts or months. The first of these they named for their god of war, Mars. No one knows whether they did this to honor their god, or to give a warlike name to a very disagreeable month. Perhaps they felt about March as our own American poet, Bryant, did when he wrote —

"The stormy March is come at last,
With wind, and cloud, and changing skies."

If March was the first month, what was New Year's Day?

The next month was the beginning of spring. The frost came out of the ground and left it soft and *open* to receive the seeds. Now the Roman or Latin word for *open* was *aperire*. They changed this word a little and called their second month, *Aperilis*, then *Aprilis*, and now we have changed it to April. It is the *opening* or spring month.

No one has been able to find out certainly why the old Romans called their third month May. But they had a goddess whose name was Maia, and it is thought that they used her name.

The month of June was named for a powerful Roman family, the Junius family.

We have now accounted for the names of four months of the year. The rest of their ten months the Romans called by number, the Fifth, Sixth, Seventh, Eighth, Ninth, and Tenth month. The Fifth and Sixth months were later

given other names, but the last four months of the year have kept their number names unchanged to this day.

September comes from *septem* meaning seven.

October comes from *octo* meaning eight.

November comes from *novem* meaning nine

December comes from *decem* meaning ten.

After a great many years the Romans divided the year into twelve parts instead of ten. They added the two new months to the beginning of the year and called them January and February.

January was named in honor of their god, Janus. It was thought that he sat at the entrance to every home guarding it from harm. He had two faces; one looked into the house, the other looked out. It may be that the Romans believed that Janus sat at the entrance of the new year, looking back over the past and forward into the future.

February got its name from a holiday, called Februa, that came in the middle of that month.

Again many years passed without any changes in the names of the months. But after Julius Cæsar had become the ruler of about all the world that was then known, the Roman people honored him by giving his name to what they had always called their Fifth month. That is how we have July.

After Julius Cæsar came the great Augustus Cæsar. The Romans wanted to honor him also so they called the month following July, August.

EIGHTH GRADE

TO TEACHERS

THE principles that should govern the teaching of spelling in Grades II–VII apply in the eighth grade also. These principles are set forth in the First Book of this series in the "Suggestions to Teachers." Further suggestions for teaching and for pupils' study are given at the beginning of this and the Second Book of the series.

As in Grade VII one of three courses may be followed, according to the time available for spelling and the ability of the class.

1. A minimum course that omits the word studies and supplementary word sections.

2. A middle course that omits the supplementary word sections.

3. A maximum course that includes both the word studies and the supplementary word sections.

The 100% test words of this grade and the previous ones constitute the fundamental vocabulary for ordinary uses in writing. These should be given first attention.

The word studies of this grade assume that pupils have had training in the use of the dictionary equivalent to that provided for in the previous books of this series. It is also assumed that pupils have access to a dictionary that gives word derivations. Two small dictionaries are preferable to a single large one in classrooms where each pupil does not have his own.

The "Stories about Words" contain no words, except proper nouns, that have not already been studied. They may therefore be used for dictation exercises.

These words have been studied in previous grades. Spell from dictation as a test without further study.

1. 100% Test

except	pair	prove	heard
capture	itself	always	something
else	write	expect	need
offer	young	fair	dollar
suffer	evening	feel	least
built	sorry	subject	history
center	cause	himself	matter
front	thought	mean	court
carry	been	yesterday	among
chain	question	hear	fifth
learn	baking	cheap	cheerful
tire	laugh	peace	rough

2. 100% Test

light	afraid	rather	comfort
elect	aboard	district	pleasure
navy	fourth	population	proper
judge	weather	worth	contain
figure	sudden	forty	instead
everything	chief	perfect	farther
quite	none	remain	knew
liberty	appear	enough	attend
between	friend	through	police
until	truly	whole	address
raise	Tuesday	getting	captain
clothes	creature	double	explain

These words have been studied in previous grades. Spell from dictation as a test without further study.

3. 100% Test

spend	enjoy	awful	usual
complaint	beautiful	flight	reach
trouble	carried	loss	mayor
wait	prison	engine	visit
guest	obtain	amount	view
though	o'clock	does	escape
since	which	length	destroy
daughter	answer	reply	oblige
sail	cities	several	nearly
basin	butcher	button	cabbage
careful	caught	changing	cough
cousin	freeze	grief	nineteen

4. 100% Test

sometime	final	terrible	surprise
declare	addition	employ	select
connection	region	boat	command
crowd	factory	extra	read
progress	language	measure	leave
either	hoarse	running	allow
position	field	ledge	claim
primary	themselves	arrest	special
women	present	action	justice
inclose	suppose	wonderful	direction
although	attempt	their	breathe
whose	statement	written	journey

These words have been studied in previous grades. Spell from dictation as a test without further study.

5. 100% Test

forenoon	lose	avenue	neighbor
weigh	wear	entertain	visitor
machine	toward	success	drown
honor	promise	vessel	busy
already	article	object	illustrate
education	common	together	different
injure	general	to-morrow	against
search	interest	advice	bargain
choose	collar	enemy	fierce
patient	pear	piano	sleeve
soldier	stopping	sword	tomato
complete	prefer	supply	debts

6. 100% Test

often	stopped	theater	improvement
century	mention	arrive	assist
course	serious	thumb	difference
neither	remember	further	examination
doubt	system	believe	government
possible	piece	certain	therefore
pleasant	anxious	behavior	carriage
ceiling	celery	certainly	dictionary
decided	concert	fertile	frightened
grocery	listened	recess	sleigh
loose	nickel	saucer	source
niece	quarrel	speech	steak

Word Studies

The "Stories about Words" at the close of this book should be read in connection with the word studies.

On page 39, exercise 12, are groups of words from the Old English, Latin, Greek, and French languages.

Some of these words are compound, that is, they are made by uniting two words, as

throughout = through + out
however = how + ever
anniversary = *annus* (year) + *versum* (turned)
pacify = *pac* (peace) + *fi* (make)
microscope = *mikro* (small) + *scopos* (watcher)
telescope = *tele* (far) + *scopos* (watcher)
aëroplane = *aëro* (air) + *plane* (surface)
stenographer = *steno* (narrow) + *graph* (write) + *er* (person)
vaudeville = *vau* (valley) + *de* (of) + *Vire: Vau de Vire* was the name of the town in France where a kind of comic song was first composed.

Some compound words are divided by hyphens and some are not, as *whip-poor-will, bobwhite.* There is no way of knowing when the hyphen should be used except by referring to the dictionary.

A word used as a base to which a prefix or a suffix is added is called a *root.*

	Prefix	Root	Suffix
outing		out	*ing*
omnibus		*omni* (all)	*bus* (for)
circumstances	*circum* (around)	*stans* (standing)	
residence	*re* (again)	*sid* (sit)	*ence* (noun suffix)
sympathy	*sun* (with)	*pathein* (to suffer)	
confidence	*con* (together)	*fid* (trust)	*ence* (noun suffix)
reputation	*re* (again)	*puta* (think)	*tion* (noun suffix)
suspicious	*sub* (under)	*spic* (look)	*ous*
immovable	*im* (not)	*mov* (move)	*able*

7

Some words with spelling difficulties.

alter	belief	fulfill	broad
avoid	brief	whether	condemn
await	dairying	pillar	cruelty
model	yacht	gayety	artificial
defense	earliest	peculiarity	catalogue

8

Some common words easy to spell.

discourage	scarlet	chisel	childish
gratitude	seldom	triple	ruin
garret	bulge	benefit	widow
companion	birth	festival	crush
gutter	laziness	activity	panic

9

These words have two common meanings. Use them in sentences showing these meanings. Consult the dictionary.

bound	score	draft	standard
drawn	volume	meter	stock
resigned	check	press	trifle
vault	curious	state	circular

10

The words in the same group are synonyms.

enroll	hurriedly	distinguished	judgment
register	hastily	famous	decision
enrollment	opinion	banquet	enormous
registration	idea	feast	vast

11. Review

condemn	avoid	drawn	peculiarity
hastily	catalogue	bound	decision
earliest	whether	enroll	meter
defense	brief	score	enrollment
model	broad	hurriedly	check
yacht	fulfill	opinion	artificial
gayety	belief	birth	chisel
benefit	alter	feast	triple
cruelty	vault	judgment	distinguished
pillar	curious	enormous	scarlet
dairying	circular	draft	discourage
await	resigned	volume	companion

12

Some words from different languages.

(E.)	(L.)	(Gr.)	(F.)
outing	omnibus	dialogue	vaudeville
throughout	pacify	microscope	chauffeur
however	anniversary	telescope	vault
illness	circumstances	aëroplane	picturesque
skillful	suspicious	stenographer	courtesy

13

From what language does each word come and what is its first meaning? Consult the dictionary.

auditorium	alfalfa	bungalow	murmur
sardines	moccasin	asylum	squeak
drama	plaid	cartoon	hurricane
algebra	camphor	due	zephyr

14

Some words used in connection with war.

military	garrison	major	bonus
ammunition	siege	lieutenant	pension
trenches	besiege	colonel	preparedness
rank	blockade	private	equipment
fortification	campaign	troops	discipline

15

What is the difference in meaning between words in the same group? Consult the dictionary when in doubt.

mortgage	charity	certificate	lecture
lease	sympathy	license	oration
residence	reputation	comical	conceit
homestead	character	ridiculous	confidence

16. Review

chauffeur	comical	suspicious	telescope
microscope	dialogue	moccasins	anniversary
pacify	omnibus	illness	throughout
auditorium	sardines	alfalfa	circumstances
plaid	camphor	bungalow	fortification
due	murmur	hurricane	military
ammunition	asylum	garrison	siege
lieutenant	colonel	pension	preparedness
equipment	discipline	mortgage	lease
residence	charity	sympathy	reputation
character	certificate	license	vaudeville
ridiculous	lecture	conceit	confidence

The exercises on this page are a second review of words in exercises 11 and 16.

17. 90% Test

await	cruelty	yacht	earliest
resigned	vault	fulfill	artificial
volume	judgment	opinion	enrollment
companion	birth	benefit	meter
dairying	whether	model	peculiarity
circular	alter	broad	catalogue
draft	feast	hurriedly	bound
discourage	triple	check	decision
pillar	gayety	defense	condemn
curious	belief	brief	avoid
enormous	hastily	score	drawn
scarlet	chisel	enroll	distinguished

18. 90% Test

ridiculous	sympathy	pacify	auditorium
lecture	microscope	due	lieutenant
conceit	plaid	ammunition	lease
confidence	chauffeur	mortgage	pension
character	discipline	hurricane	certificate
bungalow	murmur	camphor	asylum
license	colonel	siege	preparedness
comical	sardines	alfalfa	throughout
residence	omnibus	illness	circumstances
charity	dialogue	anniversary	suspicious
reputation	moccasins	vaudeville	telescope
equipment	military	garrison	fortification

Word Studies

Some common roots, prefixes, and suffixes.

Roots

-cap- (*-cip-*, *-cep-*) = take	*-verb-* = word
-fer- = bear, carry	*-sequ-* = follow
-par- = appear, show	*-oper-* = work
-spond- = promise, say	*-part-* = part
-fac- (*-fec-*, *-fect-*) = do	*-ven-* = come
-vid- (*-vis-*) = see	*-spic-* = look
-scrib- (*-script-*) = write	*-urb-* = city
-ten- (*-tin-*) = hold	*-pend-* = hang

Prefixes

ante- (*anti-*) = before	*ad-* (*af-*, *ac-*) = to
anti- = against	*circum-* = around
con- (*cor-*, *co-*) = together	*trans-* = across, through
in- (*im-*, *ir-*) = in, not	*pro-* = before
ex- (*e-*, *ef-*) = out	*de-* = from
dis- (*dif-*) = apart	*inter-* = between

Suffixes

Making adjectives: *-able* (*-ible*), *-er*, *-est*, *-ful*, *-less*, *-ous* meaning *full of*.

Making nouns: *-ation* (*-tion*, *-ion*), *-er*, *-or*, *-ness*, *-ence* (*-ance*); and *-et*, *-ette*, *-ie*, *-kin*, *-let*, *-ling*, *-y*, all of which mean *little*.

Making adverbs: *-ly*, *-ward* (*-wards*).

Explain the meanings of the following words using the tables of roots, prefixes, and suffixes above:

dif-fer-ence	in-ven-tion	bird-ie
ac-cept	inter-ven-tion	book-let
in-scrip-tion	re-spond	home-ward

19

From what verbs are these nouns made?

allowance	attraction	imitation	disappointment
appearance	civilization	discussion	management
assistance	occurrence	inclosure	exaggeration
pursuit	marriage	flavoring	announcement
appointment	movement	treatment	performance

20

Some words used at graduation time.

graduate	motto	president	contribute
graduated	mottoes	secretary	decorations
graduation	senior	treasurer	congratulate
diploma	pennant	treasury	congratulations
reception	initials	committee	advancement

21

Some words used in geography.

eclipse	atmosphere	asphalt	agricultural
rural	evaporate	produce	cable
abroad	insects	produces	precipice
anthracite	meridian	ravine	productions
bituminous	parallel	petroleum	reservoir

22

Use each of these words in a sentence to show the difference in meaning between those in the same group.

probable	previous	memorial	partition
reasonable	recent	souvenir	petition
prosperous	weapon	mental	imperative
wealthy	instrument	physical	urgent

23. Review

recent	pennant	secretary	attraction
initials	treasury	contribute	disappointment
committee	treasurer	pursuit	advancement
reception	mottoes	inclosure	souvenir
meridian	graduation	occurrence	physical
petroleum	treatment	marriage	partition
reservoir	imitation	eclipse	imperative
precipice	discussion	previous	management
produced	appearance	weapon	asphalt
insect	urgent	memorial	atmosphere
abroad	wealthy	petition	senior
diploma	allowance	assistance	agricultural

24

From what adjectives are these adverbs made?

slightly	frankly	constantly	accidentally
frequently	terribly	decidedly	simply
fully	thoroughly	extremely	considerably
naturally	actually	favorably	exclusively
positively	apparently	seriously	fatally

25

Which of these groups of words are made up of synonyms?

fiction	responsible	prompt	devoted
myth	reliable	punctual	affectionate
power	stupidity	conspicuous	essay
energy	ignorance	prominent	theme

Exercises 26 and 27 have been arranged to illustrate roots, prefixes, and suffixes in words. See page 42.

26

capable	irregular	consequence	inconvenient
anticipate	conference	imprison	inconvenience
acceptable	interfere	correspond	correspondent
adverbial	transfer	inspect	circumference
particle	transparent	coöperate	consequently

27

affect	proclaim	reform	subscription
effect	prejudice	revive	recollection
provide	subscriber	additional	discontinued
procession	recollect	extravagant	misunderstanding
provision	suburb	depend	extraordinary

28. Review

theme	reliable	myth	conspicuous
prominent	essay	stupidity	exclusive
ignorance	favorable	punctual	affectionate
energy	slight	seriously	considerable
simple	constantly	apparent	transparent
extreme	responsible	actually	thoroughly
procession	positively	naturally	circumference
accidental	anticipate	acceptable	correspondent
particle	prompt	frequent	consequences
transfer	adverbial	irregular	inconvenience
interfere	depend	coöperate	extraordinary
recollect	prejudice	subscriber	subscription

The exercises on this page are a second review of words in exercises 23 and 28.

29. 90% Test

reservoir	produced	pennant	graduation
discussion	wealthy	secretary	meridian
weapon	assistance	attraction	treatment
atmosphere	abroad	initials	marriage
precipice	allowance	pursuit	inclosure
appearance	diploma	recent	advancement
memorial	previous	reception	eclipse
senior	treasury	mottoes	imperative
insect	contribute	petroleum	partition
urgent	souvenir	occurrence	physical
petition	committee	imitate	disappointment
agriculture	treasurer	asphalt	management

30. 90% Test

subscriber	apparent	irregular	circumference
acceptable	naturally	actually	extraordinary
seriously	punctually	stupidity	conspicuous
prejudice	coöperate	interfere	consequence
adverbial	frequent	thoroughly	affectionate
favorable	prompt	exclusive	subscription
myth	depend	constantly	transparent
anticipate	positively	responsible	correspondent
slight	simple	essay	reliable
recollect	particle	transfer	inconvenience
accidental	procession	extreme	considerable
energy	ignorance	prominent	theme

Supplementary Words

In previous grades you have learned that the same word may be used in different ways; that is, as a noun, as a verb, and sometimes also as an adjective. For example:

1. A good *show* is very interesting.
2. Please *show* me the necktie in the *show* case.

You also know that two words may be spelled alike but pronounced differently, as:

1. Will you *read* me a story?
2. I *read* one to you yesterday.
3. You can *lead* a horse to water, but you can't make him drink.
4. *Lead* is heavier than iron.

In these sentences the two words *read* and *read* belong to the same word family. The words *lead* and *lead* do not; while they look alike they come from quite different roots. A large dictionary will tell you the story of each word.

There are other words that are spelled alike but are pronounced differently because of a change in accent. Some common examples are:

1. Were you *absent* from school last week?
2. It is not well to *absent* yourself often.
3. Good *conduct* brings its own reward.
4. Copper wires *conduct* electricity freely.

Following are some less common words, spelled alike but pronounced differently. Put each one into a sentence to show its proper meaning.

I

con'flict	con'vict	ex'tract	pro'ceeds
conflict'	convict'	extract'	proceeds'
con'tract	des'ert	rec'ord	ref'use
contract'	desert'	record'	refuse'

Supplementary Words

II

Some words connected with music and books.

soprano	literary	type	publish
alto	literature	text	publishes
tenor	postscript	bulletin	published
bass	parenthesis	pamphlet	publisher
orchestra	parentheses	editor	publication

III

Some words connected with work and play.

employer	bond	athlete	victor
employee	coupon	athletic	champion
invoice	payable	athletics	endure
item	profitable	challenge	endurance
premium	deposit	rivalry	condition

IV

Some miscellaneous words.

excellent	acknowledge	feat	opportunity
exhausted	resent	nuisance	instance
sufficient	accompany	suspense	suggestion
occasionally	apologize	apology	quality
accommodate	appreciate	criticism	presence

V

Which of these groups are made up of synonyms?

scheme	assembly	proceed	experienced
design	society	precede	expert
regret	affair	counsel	shrink
repent	incident	council	warp

Word Studies

Find in the dictionary the correct pronunciation of *dimension, radii, conscience, conscientious, salary, indigestible, extraordinary.*

Which of the foregoing underlined words have two accents?

What is the meaning of each underlined word in the following sentences? Consult the dictionary when in doubt.

1. The boys were angling in the pond.
2. What degree of heat is necessary to boil water?
3. Some books do not interest us in the slightest degree.
4. It is well to observe the conventions of society.
5. Is it possible to be resigned to failure?
6. The nurse ministered to the needs of the soldiers.
7. It is a serious matter to be struck on the temple.
8. Washington was respected by all within the sphere of his acquaintance.
9. A president should have executive ability.
10. The wretched condition of the tramp gave a bad complexion to his deed.
11. We should care for our health in youth if we wish to have a rugged constitution in old age.
12. At the age of twenty-one a boy is said to have reached his majority.
13. Are you a representative member of your school?
14. What is the difference between internal taxes and the tariff?

It will be interesting to find in the large dictionary the first meanings of these words — *geometry, vertex, senate, cabinet, sarcastic* (*sarcasm*), *quarantine.*

Change all the adjectives in exercise 40 to adverbs.

Change the nouns ending in *y* to the plural form.

Change the present tense verbs to the past tense.

Change the present tense verbs to the present participle.

31

Some words used in mathematics.

degree	circular	vertical	circumference
algebra	equilateral	horizontal	mathematics
geometry	diameter	diagram	quadrilateral
dimension	radius	average	parallelogram
angle	radii	accuracy	perpendicular

32

Some words used in history and civics.

historic	civics	senate	convention
colonial	community	senator	candidate
federal	campaign	executive	constitution
confederate	allegiance	ballot	inauguration
suffrage	majority	cabinet	representative

33

Explain the differences in meaning of words in same group.

tariff	commercial	league	sphere
revenue	political	association	cylinder
exile	congress	resign	spherical
alien	*parliament	repeal	oval

* Find the proper pronunciation in the dictionary.

34

The words in the same group are antonyms.

internal	former	inferior	public
external	latter	superior	private
interior	minor	modern	increase
exterior	major	ancient	decrease

35. Review

accuracy	cylinder	dimensions	quadrilateral
geometry	decrease	degree	perpendicular
horizontal	ancient	diameter	equilateral
vertical	angle	federal	community
sphere	diagram	radius	constitution
league	historic	radii	executive
increase	colonial	suffrage	convention
algebra	modern	former	representative
latter	senator	candidate	parallelogram
allegiance	cabinet	exile	mathematics
senate	ballot	congress	inauguration
public	tariff	repeal	spherical

36

Some descriptive words.

evil	fashionable	feeble	conscientious
blond	respectable	sensitive	wretched
brunette	intelligent	reckless	sincere
attractive	tactful	confident	sarcastic
social	boisterous	venturesome	treacherous

37

Which words in these groups are synonyms?

income	opponent	talent	minister
salary	competitor	ability	pastor
savings	rival	genius	missionary
ordinary	abundance	chapel	abuse
familiar	surplus	temple	annoy

38

Some words relating to anatomy, physiology, and hygiene.

surgeon	quarantine	nourish	diet
appendicitis	oxygen	pulse	indigestible
epidemic	ventilate	normal	capillary
germ	ventilation	circulate	capillaries
medical	sanitary	circulation	cartilage

39

Some common miscellaneous words.

clothe	similar	brace	miscellaneous
complexion	conscience	flatter	session
variety	criticize	forfeit	persuade
coil	forty-four	threat	interrupt
broil	forty-eighth	threaten	formerly

40. Review

sincere	reckless	confident	conscientious
sensitive	boisterous	intelligent	respectable
opponent	income	salary	savings
ordinary	surplus	annoy	abundance
abuse	minister	ability	fashionable
complexion	attractive	feeble	forty-eight
social	quarantine	similar	medical
wretched	interrupt	blond	ventilation
oxygen	ventilate	threaten	formerly
brunette	conscience	forfeit	session
sanitary	variety	persuade	miscellaneous
surgeon	criticize	clothe	nourish

The exercises on this page are a second review of words in exercises 35 and 40.

41. 90% Test

public	ballot	congress	inauguration
tariff	sanitary	modern	mathematics
repeal	allegiance	oxygen	cabinet
spherical	brunette	ventilate	forty-eight
surgeon	exile	threaten	ventilation
criticize	conscience	wretched	representative
clothe	forfeit	algebra	parallelogram
nourish	session	colonial	convention
senate	suffrage	former	interrupt
variety	senator	formerly	complexion
persuade	candidate	quarantine	attractive
feeble	latter	increase	miscellaneous

42. 90% Test

blond	geometry	savings	constitution
league	ordinary	sincere	horizontal
historic	surplus	ancient	conscientious
radius	annoy	diameter	confident
radii	abundance	degree	reckless
executive	vertical	sensitive	accuracy
abuse	angle	boisterous	intelligent
minister	federal	cylinder	quadrilateral
ability	community	respectable	dimension
fashionable	opponent	social	perpendicular
sphere	income	decrease	medical
diagram	salary	equilateral	similar

The exercises on this page are a third review of words on pages 41, 46, and 53.

43. 95% Test

resigned	discourage	curious	scarlet
companion	pillar	benefit	distinguished
dairying	belief	fulfill	catalogue
judgment	broad	brief	condemn
feast	defense	decision	confidence
hurriedly	whether	hastily	discipline
earliest	insect	character	mortgage
conceit	sympathy	illness	circumstances
license	plaid	siege	peculiarity
residence	petition	memorial	anniversary
pension	throughout	produced	assistance
suspicious	appearance	abroad	allowance

44. 95% Test

sincere	treasury	committee	disappointment
secretary	initials	pursuit	subscription
reception	previous	physical	prejudice
imitate	partition	acceptable	extraordinary
treatment	favorable	recent	accidental
slight	punctually	variety	positively
similar	irregular	procession	inconvenience
interfere	thoroughly	responsible	considerable
session	prompt	reliable	affectionate
persuade	allegiance	conscience	consequence
formerly	increase	interrupt	salary
abuse	sphere	ordinary	respectable

The following exercises are made up of common words that all eighth grade pupils should know how to use and should spell correctly *always*. Each pupil should keep a record of those that are misspelled in the tests, and he should study them, review them, and be tested on them until none remain to trouble him in the future.

45. 100% Test

always	can't	any	having
among	February	business	often
answer	know	accident	straight
beginning	hear	forty-four	their
choose	here	enough	there
built	coming	every	friend

46. 100% Test

grammar	doctor	women	happened
sure	piece	decide	which
Tuesday	since	ought	whole
lose	separate	amusement	through
loose	although	Wednesday	guess
loss	truly	don't	government

47. 100% Test

writer	invitation	closely	necessary
writing	minute	anxious	absence
written	towards	bicycle	automobile
corner	busily	lying	commence
foreign	father	neighbor	electricity
ache	farther	describe	surprise

48. 100% Test

village	angel	imitate	possession
almost	angle	omit	fiercely
guard	error	scholar	convenient
destroy	shepherd	cloth	scene
across	favorite	clothes	scenery
perhaps	benefit	medicine	difference

49. 100% Test

affect	therefore	severe	disagreeable
effect	disappoint	ninetieth	course
description	already	independence	coarse
wholesome	all right	thoroughly	duly
sensible	accept	volume	happily
circular	except	imagine	desirable

50. 100% Test

recollection	banana	satisfactory	speech
summary	exceptions	interesting	doubtless
immediately	familiar	occasion	realize
folks	similar	quite	mean
successful	discoveries	quiet	meant
immense	discourage	soldiers	misspell

51. 100% Test

parallel	disobedience	pillow	occurred
principal	character	pillar	lead
expense	laughter	responsible	led
expensive	disappear	arithmetic	permitted
variety	impossible	appearance	acquaintance
pursued	beginner	mischievous	studying

52. 100% Test

gentlemen	respectfully	handkerchief	difficult
attacked	respectively	courageous	difficulty
buying	probable	phrase	agree
salary	probably	until	agreement
commercial	dissatisfied	till	heroine
unfortunate	exaggerate	material	argument

53. 100% Test

weather	skillful	drowned	color
whether	sentence	encouragement	collar
divide	bouquet	ignorance	interfere
opening	heart	apostrophe	peculiar
extremely	separation	won't	accurately
grateful	patience	obliged	vegetables

54. 100% Test

bargain	prepared	later	curtain
importance	session	latter	preparing
advise	opposite	leaving	early
advice	judgment	loving	earlier
veil	succeed	using	earliest
twelfth	dying	discussion	secretary

55. 100% Test

field	relieve	monkeys	stopped
chief	niece	daisies	compelled
belief	shriek	tries	preferred
believe	apiece	enemies	election
thief	valleys	studies	referred
siege	chimneys	column	controlled

56. 100% Test

deceive	ceiling	accidentally	broad
seize	leisure	telegram	breadth
either	sincerely	naturally	height
neither	specially	wholly	earnest
receive	gradually	finally	confusing
receipt	generally	affectionately	citizen

57. 100% Test

ancient	condemn	confidence	courtesy
avoid	conscience	hurriedly	persuade
nourish	hastily	extraordinary	sensitive
punctual	pursue	respectable	sympathy
telephone	treasury	particular	recommend
public	concealed	inspect	distinguished

The following exercises are made up of groups of common words that are pronounced alike but that are spelled differently (homonyms).

58. 100% Test

flower	bare	blue	brake
flour	bear	blew	break
allowed	write	wait	sent
aloud	right	weight	scent

59. 100% Test

stairs	dyed	through	heel
stares	died	threw	heal
deer	fare	groan	pain
dear	fair	grown	pane

Supplementary Words

VI

Substitute in its proper form one of the supplementary words that you studied on pages 47 and 48 for the words and groups of words underlined.

1. The little book was issued with paper covers.
2. The list of goods that were shipped abroad contained many articles.
3. The workman had a chance to work for higher wages.
4. He was sorry to leave the man who hired him.
5. But he was a skillful workman and could not afford to lose such a fine opening.
6. When we have made a good plan it is well to go ahead and carry it out.
7. Sometimes it is necessary to make an excuse for a thoughtless act.
8. It is always best to admit a fault.
9. The company greatly enjoyed the playing of the band.
10. A person who knows is the safest one to advise us.
11. Strength is a characteristic of steel.
12. The profits of the business were placed in a bank.
13. Those who were to compete in the games held a meeting to arrange for the races.
14. He who won the race was tired out and fell down before the crowd.
15. Everybody was in doubt until he recovered.
16. Then he was led by his friends to the judges' stand.
17. If one knows he has not enough power to last, he should not accept an invitation to race.
18. When one has been sick, he values health.
19. The bonds were sold above par.
20. Enough is better than a feast.
21. Many strong ties of friendship are formed in our school days.

Supplementary Words

VII

Substitute a word or phrase for each underlined word or phrase.

1. There was an abundant harvest of corn last year.
2. With which American authors are you acquainted?
3. It is very difficult to disguise one's real character.
4. Endeavor to excel your best.
5. "Cease to do evil, learn to do well," is an old saying.
6. A piano solo was a feature of the program.
7. Public authorities are under obligation to enforce the law.
8. Suffrage is a privilege granted to citizens.
9. The St. Bernard dogs carried relief to the traveler lost among the Alps.
10. The driver of an automobile is liable to have many inconveniences if he does not take good care of his machine.

VIII. Review

parenthesis	invoice	payable	profitable
bulletin	coupon	deposit	rivalry
pamphlet	athlete	challenge	endurance
employer	athletics	condition	sufficient
premium	excellent	occasionally	accompany
champion	resent	appreciate	suspense
acknowledge	apologize	nuisance	scheme
feat	opportunity	presence	acquainted
criticism	instance	proceed	excel
precede	experienced	endeavor	privilege
design	disguise	feature	relief
incident	cease	authorities	inconvenience

STORIES ABOUT WORDS

The Origin of Some Words

If you have read the "Stories about Words" at the close of Grades V, VI, and VII you have learned that a word may have a history even as a person or a nation. Some words are very young, like *airplane* (although the separate words of which it is made are old), but most of the words we use are hundreds of years old and have been brought to us from many lands.

A large dictionary gives much interesting information about the history of words. After it has shown how a word is spelled and pronounced, and explained, by the abbreviations, *n.*, *v.*, *v.t.*, *a.*, etc., whether it is a noun, verb, or some other part of speech, the dictionary proceeds to state in brackets, [ ], the language or languages from which it comes. The following abbreviations are used to indicate these languages:

E. and Eng. = English; O. E. = Old English; M. E. = Middle English; AS. = Anglo-Saxon; L. = Latin; Gr. = Greek; D. = Dutch; Icel. = Icelandic; Dan. = Danish; F. = French; Ger. = German.

The little abbreviation, *fr.* = from.

Our most common and our shortest words are generally the oldest, some so old that no one has been able to find out where they did come from. *Stove, cat, bed, toe, rat, bound* are such words.

The origin of a few words is given on page 63, and on pages 62 and 63 are some examples of words that have changed their meaning in the course of their long life, and of words that have changed their form. It is hoped that you will find these so interesting that you will want to find the origin of others in the dictionary.

STORIES ABOUT WORDS

How Some Words Have Been Shortened

Long words that are used frequently are very likely to be shortened, if they can be shortened easily. Those persons who have a high respect for words object to these changes in form. They do not like to have part of a word bitten off just because the part that is left can be more easily used than the whole word. They call these shortened forms *slang* and condemn their use. The word *bike* for *bicycle* has never been accepted as a respectable word, but when a short form has become so common that people generally use it, it ceases to be slang. For instance, no one objects to using *Miss* and *Mrs.*, but these are both shortened forms of *mistress.*

Doubtless the first one who said *bus* instead of omnibus was considered very careless in his speech, but now the longer form is seldom used. So, too, the word *auto* is frequently used instead of *automobile*, the word *gas* instead of *gasoline*, and the word *taxi* instead of *taxicab.*

When *telephones* were first invented people spoke of *telephoning*, whereas now the shorter form, *phoning*, is in common use. Instead of speaking of *sending a message over the telegraph wire*, or *telegraphing*, people often speak of *sending a wire*, or *wiring.*

Words That Have Changed Their Meaning

The older a word is the more changes we are likely to find in its history. *Fast* is one of the very old words. At first it meant *steady.* We have this meaning in *steadfast*, and in the expressions, "a *fast* friend," and "a person is *fast* asleep." Later *fast* came to mean *immovable*, as in the expression, "the key is *fast* in the lock." But it has quite a different meaning when we say, "The boy runs *fast*," implying that the boy is running *steadily* as well as rapidly. With the meaning of *swift* or *rapid* in mind it became natural to speak of a lawless

person as *fast*. There is also the meaning found in the expression, "a person *fasts*," or "keeps a *fast*."

The word *villain* originally meant merely a laborer who was bound to work on the land of a nobleman. He was an honest man and was well thought of. But there came a time when many noblemen felt contempt for the laborer and called him a *rude* fellow. He was abused and often compelled to steal food for himself and his family, so that in time a *villain* actually became what he was thought to be, a dishonest, disagreeable person, and the word has kept that meaning to this day.

In Old English *glad* meant *shining* or *bright*. Later it came to mean *cheerful*. Poets have often written about a "*glad* heart" and a "*glad* spirit," but ordinarily the word now means simply *pleased*, as when we say, "I am glad you came."

In early times the name *clerk* was applied to a priest who could read and write. People went to a clerk (priest) when they wanted a letter written. A scholar or man of letters was also spoken of as a *clerk*. To-day we call any one a *clerk* who keeps records or accounts. Another kind of *clerk* with whom we are familiar is the salesman in a store.

Origin of Some Proper Nouns

Cambridge = *Cam* (name of a little river in England) + *bridge*.

Newton = two AS. words, *new* + *tun* (inclosure).

Utah = Indian name, *Ute* (name of a tribe).

George = a Gr. word meaning *farmer*.

John = a Heb. word meaning *the gift of God*.

Theodore = two Gr. words, *theos* (god) + *doron* (gift). It means, then, *God's gift*.

Dorothea, or Dorothy = *doron* (gift) + *theos* (god). The same Greek words are used as in Theodore, but their order is reversed.

Find if you can the meaning of your own name in the dictionary, and the language from which it came.

Origin of Some Common Nouns

daisy = two O.E. words, *day's* + *eye.*

husband = two Icel. words, *hus* (house) + *bondi* (master).

biscuit = two L. words, *bis* (twice) + *coctus* (cooked). In early times the Romans cooked their bread twice.

squirrel = two Gr. words, *skia* (shade or shadow) + *oura* (tail). Did you ever see a squirrel sitting in the shade of his tail?

owl = the O.E. word *howl.* The people in ancient times gave the owl this name probably because of the noise he makes at night.

Ox, sheep, calf, swine, deer, names for living animals, came from Germany.

Beef, mutton, veal, pork, venison, names for the flesh of some animals used for food, came from France when William the Conqueror conquered Great Britain.

Milliner = one who comes from Milan, a city of Italy from which many fancy ornaments used to be brought.

Turkey = the bird from Turkey. It was first carried to Europe by Columbus, and because it was thought that he had come from India, it was often called "the Indian hen."

Sometimes a noise makes its own name, as *murmur, squeak, bang, giggle, hiss;* and often the cry or some characteristic of an animal suggests its name, as *bluebird, bobwhite, whip-poor-will, cuckoo.*

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